A GUIDE TO CRITERIA FOR RETENTION, TENURE, AND PROMOTION
DEPARTMENT OF CREATIVE WRITING
ADOPTED MAY 6, 2008, Approved by Provost January 2009

Documentation. Candidates will prepare a curriculum vitae and submit supplementary information (publications, external reviews of work, course materials, letters of support, etc.) for the use of the RTP committee each probationary year. The RTP committee and department chair will be available to provide examples and assistance as needed.

I. Teaching Effectiveness.

A. The primary mission of San Francisco State University is teaching, and the Department of Creative Writing takes the mission very seriously. To be considered for tenure or promotion, regardless of qualifications in other categories, candidates must meet the standard of excellence in teaching that is normally expected of faculty and required by the University, as stated in current Academic Senate policies. Relevant policies on retention, tenure, and promotion are available on the Academic Senate and Faculty Affairs website. The criteria for evaluation of teaching are as follows:

1. Range and breadth of courses. Faculty in the Department of Creative writing are expected to teach a variety of courses, from undergraduate courses to graduate seminars.

2. Course materials. Syllabi, bibliographies, reading lists, class projects and assignments, and examinations are used by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectation of student learning.

3. Peer class visitations. “Peer” shall mean any member of the teaching faculty at SFSU or any member of the teaching faculty at any other university, college, or community college. Class visitations by fellow faculty members are vital for assessing the level of the professor’s expectations and presentation. These visitations serve as a check on student evaluations, which can be affected by class demands and grades. All faculty are encouraged to obtain such peer evaluations from a variety of peer colleagues. The faculty member being observed shall be responsible for inviting the observer and scheduling and preparing for the visit. Following the observation, the observer will, if possible, meet with the faculty member about the strengths of the class session and any concerns s/he may have had about it. The observer will then write a letter summarizing the observation. The
faculty member who has been observed will have the normal rights of rebuttal.

4. Student evaluations. Probationary and tenured faculty are required to submit evaluation questionnaires to the students in two courses each semester. The RTP committee regards these surveys as important because they provide a large representative sample of student reactions. Scores of below 1.35 on the critical questions of the survey instrument suggest “superior” teaching. Consistently high scores suggest a need for department review and consultation with the faculty member.

5. Signed written comments from students are invited and taken very seriously.

6. Advising. Whether officially designated “advisor” or not, all probationary and tenured faculty must be effective in advising and willing to confer with students.

B. The final determination of teaching effectiveness will be based on the RTP committee’s evaluation of all of the above factors.

C. The RTP committee will arrange for a peer mentor to provide assistance to new faculty who are inexperienced in teaching or to probationary or tenured faculty who are having difficulties in teaching.

II. Professional Achievement and Growth

A. Candidates for tenure or promotion must meet the minimum evaluative standards for Professional Achievement and Growth as stated in the current Academic Senate policies.

B. The usual evidence of Professional Achievement and Growth in the Department of Creative Writing will include:

1. Books and/or productions.
2. Creative works and essays published in print or electronic journals, anthologies, or chapters of books.
3. Edited and/or translated works.
4. Works-in-progress, especially when portions have been published, produced, reviewed or commented upon.
5. Writing and/or receiving book reviews.
6. Recognition of professional achievement in other forms, including but not limited to honors, appointments, and grants.
7. Curriculum development.
C. Letters of support from other working professionals for major reviews (tenure and promotion), reviews of creative work and scholarly articles on the faculty member’s work shall be taken into account as part of the review.

III. Contributions to Campus and Community

A. Campus Service

1. Candidates for tenure and promotion should have made demonstrable contributions to departmental committees and, as appropriate, in curriculum development.

2. Candidates should have made demonstrable contributions at the College and/or Campus and/or System level.

3. Candidates will be credited for contributions to interdisciplinary programs.

B. Community Service. Faculty should be engaged with the writing community in their discipline at the local, national and international level, through active participation in professional organizations, serving on conference panels, judging contests, writing letters of support, organizing and appearing at events, oral and written presentations at professional meetings and with the general public, and the like.